

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [X] Choice

Name of Principal Mr. Shannon Cappy Goo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hahaione Elementary School

(As it should appear in the official records)

School Mailing Address 595 Pepeekeo Street

(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96825-1119

County Honolulu County State School Code Number\* 108

Telephone 808-397-5822 Fax 808-397-5827

E-mail Shannon Goo/Lincoln/HIDOE@notes.k12.

Web site/URL http://www.hahaionees.org hi.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Ms. Kathryn Matayoshi

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail:

kathryn\_matayoshi@notes.k12.hi.us

Other)

District Name Honolulu Oahu Tel. 808-397-5822

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Donald Horner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 171 Elementary schools (includes K-8)
  - 38 Middle/Junior high schools
  - 39 High schools
  - 7 K-12 schools
- 255 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 0 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	3	1	4
K	44	41	85
1	35	43	78
2	55	52	107
3	39	49	88
4	48	54	102
5	56	44	100
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	280	284	564

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 50 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 8 % Native Hawaiian or Other Pacific Islander
  - 37 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 20%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	59
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	53
(3) Total of all transferred students [sum of rows (1) and (2)]	112
(4) Total number of students in the school as of October 1	564
(5) Total transferred students in row (3) divided by total students in row (4)	0.199
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 9 %  
48 Total number ELL  
 Number of non-English languages represented: 9  
 Specify non-English languages: Amharic, Japanese, Korean, Mandarin, Norwegian, Russian, Serbian, Spanish, Thai
8. Students eligible for free/reduced-priced meals: 9 %  
 Total number students who qualify: 52

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 19 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %  
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>15</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Haha`ione Elementary educates students through a rigorous, inquiry based curriculum. Students are nurtured in a caring, multicultural community that encourages them to be knowledgeable, active, compassionate and open-minded learners.

## PART III – SUMMARY

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Haha'ione Elementary School is located within an upper middle class neighborhood in Hawai'i Kai, a suburb of Honolulu on the island of Oahu. The school, which opened in 1967, is positioned at the foot of the Haha'ione Valley. The literal translation in Hawai'ian of haha'ione is "sand broken." At one point in time, Haha'ione Valley was very marshy due to the rainfall, the natural tributaries flowing down it, and the rise and fall of the tides of the sea causing the sands along the tributaries to shift. Many parts of the valley used to be underwater. Connecting the valley to the ocean was a fishpond, Kuapâ, the largest of its kind (523 acres), which fed the Ali'i (Hawai'ian royalty) and maka'âinana (commoner) alike. Remnants of the fishpond are visible in certain spots below Haha'ione. The area, whose Hawai'ian name is Maunalua, has experienced a number of changes over the years becoming the current residential area characterized by above state average educational attainment levels and median household income. At Haha'ione we are continuously transforming in our efforts to create a learning environment that enables the growth of every student.

Haha'ione is a member of the Kaiser complex, whose schools share the common vision of a "World CLASS (Commitment, Leadership, Achievement, Service and Servitude) Education for all." The high school, middle school, and four elementary schools are further united under the philosophy of the International Baccalaureate (IB). Haha'ione holds the distinction of being the first elementary school in the complex to receive authorization as an International Baccalaureate World School (2013). Due to our efforts to provide our students with a world-class education, our student achievement results for School Year 2013-14 have resulted in Haha'ione being designated as a STRIVE HI Recognition School. Our proficiency, growth, readiness and achievement gap rates place Haha'ione in the top 5% of the schools in the state. At Haha'ione, we are continuously transforming in our efforts to create a learning environment that enables the growth of every student.

As an International Baccalaureate World School, Haha'ione offers the Primary Years Programme (PYP). The PYP, implemented in 2008, encourages the integration of content areas across six universal themes that stress international mindedness. These themes fall under the headings of Who We Are, Where We Are in Place and Time, How We Express Ourselves, How We Organize Ourselves, How the World Works, and Sharing the Planet. Each theme stresses reflection on the individual, as well as on how one interacts with the world around them. The PYP has offered our students the opportunity to construct meaning to better understand what they are learning and has allowed them a greater role in shaping the curricula. There is an increase in classroom activity as our students engage in discussions, collaborate, and move within the classroom space. Learning also occurs with greater frequency outside of the classroom through field trips, experiments and learning/observation walks. Our students are empowered to develop and ask questions, investigate, research, analyze and synthesize information to solve problems and demonstrate knowledge in a manner that they are comfortable with. They are encouraged to formally and informally evaluate themselves as learners, not just in terms of content and skills learned, but against the attitudes and learner profile characteristics they have demonstrated. As a result, our teachers have seen an increase in their students' confidence, curiosity, and the ability to take risks as they perform, demonstrate, explain, defend, and articulate new understandings.

As a culminating experience of the PYP, our fifth-graders participate in the Exhibition, which is a prime example of how our school community comes together to enable student achievement. The Exhibition is a student-led collaborative inquiry focused on addressing a local or global issue that our students are passionate about. Our students are expected to display the knowledge and skills they have obtained throughout their years at Haha'ione both in process and outcome. More significantly, our students apply their understanding in action and service to the larger community. Examples of action include building awareness through letters to lawmakers and opinion pieces, volunteering their time and efforts to fill a need, or finding creative ways to reduce the amount of debris on our island and in our ocean through upcycling. Our students initiate interviews and learning trips throughout our state, working with legislators, non-profit organizations, and other professionals and organizations. Our fifth graders are supported not only by their classroom teachers, but also by teachers from all grade levels who offer their articulation time to work with student groups. Our support staff also aid students in their research or in implementing their action plans.

Families are encouraged to participate and, at an evening session, are provided with information on how to support their child, volunteer to chaperone learning trips, serve as sources of knowledge and perspective, and help to make connections to the larger community. At the end of the Exhibition, students showcase the results of their inquiry in a community celebration of learning.

Haha‘ione meets individual student needs through a comprehensive student support system which includes programs such as Response to Intervention (RTI), Special Education, English Language Learners, and Gifted and Talented. Our students have opportunities to develop leadership and civic mindedness through various classroom activities and service groups such as Student Council, Junior Police Officers, Junior Library Assistants and Peer Mediation. Students may also opt to enroll in the various enrichment programs (e.g., Japanese, Mandarin, visual arts, math, science, and dance) available on campus after school.

The Haha‘ione faculty and community engage in a continuous cycle of inquiry and action to further the growth of the whole child. Preparing students to be 21st century learners and global citizens sensitive to the varied perspectives the modern world brings is the overarching goal of our entire school community. Strong partnerships with both our families and the community allow Haha‘ione to create learning opportunities that support the whole child. At Haha‘ione, each member of our school community is encouraged to continuously choose, act, and reflect to truly create a learning environment “where helping hands join on a journey of wonder and discovery.”



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Haha'ione's curriculum centers on the Primary Years Programme (PYP) and is aligned with the Common Core State Standards (CCSS) and Hawai'i Content Performance Standards III (HCPS III). In accordance with state initiatives, Haha'ione has implemented the Wonders reading program and the Stepping Stones math program in School Year 2014-15.

The IB philosophy and approach, as evident through the PYP, was chosen because of the levels of rigor and relevance presented for our students, teachers, and families. The level of thinking in both creating and participating in the units of inquiry support global mindedness and our idea of the 21st century learner as an individual with skills that translate anywhere in the world. The PYP presents a transdisciplinary approach to learning, where individual content areas are drawn together in curricular units. Although each content area has its own standards, we have found that this transdisciplinary approach has allowed our students to better understand concepts and obtain skills through relevant, real-life situations. With new understanding, students in all grades are able to then engage in responsible action or service.

#### Reading/English Language Arts

The CCSS for English Language Arts (ELA) are addressed through multiple strategies. Within the new Wonders curriculum, teachers utilize strategies such as modeling of both decoding and comprehension skills. Although whole group instruction generally occurs in introducing new concepts, our teachers find that small group instruction allows them to meet the needs of their students, while also creating an appropriate level of challenge. The small groups are flexible, in which participants vary based on the task or skill. Our teachers supplement the Wonders curriculum with programs such as Kidbiz and Accelerated Reader to ensure that students develop fluency with both fiction and nonfiction text. Both Kidbiz and Accelerated Reader also provide opportunities for students to work within their zone of proximal development. This allows all students to work on an individualized set of skills and strategies.

Assessment occurs on a daily basis, as teachers observe and note how students are progressing based on their participation in whole and small group instruction. Formal assessment occurs weekly through skills tests, as well as at the end of each unit within Wonders. Teachers use student performance on KidBiz, Accelerated Reader, and, quarterly, the STAR Early Literacy or Reading test to create a more complete understanding of what students can do. Our teachers use the combined results to determine if our students need additional support or challenge and discuss this with members of the leadership team to develop plans of action for both groups and individual students, based on demonstrated strengths and areas for growth. These plans can include participation in our Bridges program.

Rather than viewing English Language Arts (ELA) in isolation, our teachers look for ways to address the standards throughout the school day, as there are opportunities to build foundational skills in reading, writing, speaking, and listening across the content areas. As we refine our units of inquiry, our teachers have begun to select ELA standards as areas of focus, such as reading increasingly complex texts, engaging in dialogue, and composing written pieces. Teachers connect content areas not only through the reading of relevant literature, but also through interviews that align with speaking and listening standards. For example, in a grade 2 unit that spans across Social Studies and Language Arts, students work on interviewing family members to discover connections to the past and examine change over time. While the Wonders curriculum focuses on the development of foundational skills, the connections across content areas allow our students more opportunities to apply skills, demonstrate greater proficiency, and deepen their understanding of the standards in all strands.

#### Mathematics

Teachers have found that although students are able to memorize algorithms, there is significant opportunity for growth in terms of the mathematical shifts in CCSS. As a result, mathematics has been our focus for both student achievement and teacher professional development. Our data team process over the past two years has centered on mathematics, which aligns with our school-wide emphasis on problem solving. Our

teachers have attended professional development sessions offered by the Stepping Stones curriculum developer as well as sessions on the Singapore Math approach. These, in conjunction with grade-level collaboration and in-school support, have helped teachers to better understand the shifts in mathematics. Rather than traditional methods of direct instruction, teachers challenge students to engage in mathematical discourse, find alternative methods to solve problems, and truly understand algorithms rather than simply follow a list of steps.

In the past, math instruction involved little discourse, but in our current classrooms one can hear students reasoning, explaining, and justifying their choices. Fifth-grade students recently reflected that through math, they “learned that you can disagree with people and there’s a way to do it.” Students learn that there are multiple ways to solve a given problem and also work on acquiring the language needed to communicate their thoughts effectively and respectfully with others. Our teachers at all grade levels utilize the Stepping Stones program. In addition to the assessments provided by the Stepping Stones program, teachers administer their own assessments in order to address gaps and raise the level of rigor. The Stepping Stones math curriculum is further supplemented by programs such as VMath to give our students additional opportunities to practice foundational skills.

Our teachers guide our students through the math curriculum using an approach similar to that found in Singapore Math. Students begin with the concrete, using manipulatives and other materials to access concepts. Then they move towards pictorial representation and end with the abstract. This approach allows students to solidify their understanding as well as help teachers to more clearly identify gaps and misconceptions.

Over the past two years, our school-wide emphasis has been on teaching and learning in mathematics. In our grade-level data teams, teachers look at the growth of individual students and discuss how the achievement levels of all proficiency groups can be raised. Our teachers meet at least every other week to articulate about student progress and are supported by curriculum coaches or grade-level mentors. This process has aided teachers to also look critically at the types of questions and assessments that are presented. This discussion increases reliability and validity in assessment, allowing our teachers to more clearly identify areas of need. As with ELA, teachers also utilize flexible small groups to differentiate instruction. The data team process helps in the formation of these groups according to specific skills and strategies. The data team discussion results in identification of next steps for teachers and plans of action for both groups and individual students that are implemented within the classroom setting.

#### Science and Social Studies/History

The HCPS III science and social studies standards are incorporated into our PYP units of inquiry. Science and social studies standards are prominently incorporated into our units of inquiry to provide our students with the greatest opportunities for wondering and transdisciplinary learning. As part of the units of inquiry, we begin by addressing the content standards, which often fall within the beginning levels of Webb’s Depth of Knowledge (DOK). Teachers design additional lines of inquiry and structure learning activities that will challenge our students to greater DOK levels through application or connections to other content areas. For example, our third-grade students begin a unit of inquiry by identifying celestial bodies. Students are then asked to inquire into the ways that different cultures have viewed and explained the same celestial bodies and formations. At the conclusion of the unit, students are asked to create their own constellation stories to share with the larger school community.

Within these units of inquiry, our students engage in hands-on activities, learning trips, and interviews with primary sources. We find that the range of learning experiences and the open-ended nature of the units allow our students to pursue their own inquiry and make deeper connections to the content. Our students accept the challenge to apply knowledge rather than simply recall information. We facilitate students’ conceptual thinking as they make higher level connections to universal ideas of our world and its people. Following each unit of inquiry, grade-level teachers and a curriculum coordinator reflect and engage in a dialogue on student achievement and ways to improve teaching and learning. Students are asked to self-reflect on the central idea of each unit as well as their learning journey. This emphasizes the development of conceptual knowledge, that includes transdisciplinary skills (research, communication, social, self-management) necessary to achieve.

## Preschool

Our preschool program serves students through a curriculum aligned with the Hawai'i Early Learning and Development Standards (HELDS). Students participate in many sensory-related learning experiences and also participate in the PYP through four units of inquiry. In addition to their classroom activities, all preschool students visit the library once a week and join the Kindergarten students for music during Grade Level Articulation Days (GLAD). Students who will transition into Kindergarten the following school year participate with the Kindergarten classes twice a week for the final month of the school year. The preschool teacher also participates in the data team process with the Kindergarten teachers, allowing for greater perspective and vertical alignment throughout the early years.

## 2. Other Curriculum Areas:

Visual Arts, Music, Physical Education, and Mandarin are offered as single subjects with a dedicated specialist through Grade Level Articulation Days (GLAD). Students from all grades participate in each class once every seven school days as part of the GLAD rotation. Classroom teachers also integrate the arts and physical education in their own instruction.

## Arts

Both the visual arts and music classes are aligned with the HCPS III Fine Arts standards aimed to build foundational knowledge.

In addition to GLAD, the arts are further incorporated in our students' education through partnerships with community organizations. Since 2000, the 4th grade students have participated in E Mele Kakou, a community-based Hawaiian culture program sponsored by the Hawai'i Youth Opera Chorus and the Hawaiian Music Hall of Fame. Students attend classes focused on dance, song, music theory, and history that tells the story of the 'ahupua'a (land division in ancient times) in Hawai'i Kai. The culminating event is singing at I'olani Palace with the Royal Hawai'ian Band. This program is aligned with the fine art and social studies standards for grade 4.

For the past three years, through the generosity of the Hawai'i State Foundation on Culture and the Arts, Haha'ione students in at least four grade levels per school year have had the opportunity to participate in various art programs. The Art Bento Program is a museum education program that emphasizes the arts and verbal literacy through four sessions with teaching artists and a visit to the Hawai'i State Art Museum. Students are engaged in responding to works of art through a specified discipline. The lessons are aligned to Fine Arts and English Language Arts standards. Within the Artists in the Schools (AITS) Program, the teaching artists in residency collaborate with classroom teachers to develop and implement lessons that integrate their art form with other core curricular areas, such as language arts, math, social studies, and science.

One of the most powerful benefits of participation in the arts is that it engages and embraces all learners. All of our students are fully engaged and develop multiple ways to express and communicate. This results in greater confidence and achievement across all content areas, while also building teacher knowledge of effective ways to communicate and assess understanding. Due to the transdisciplinary nature of these programs, students are able to make connections across content areas and build greater appreciation for the perspectives and creativity of others.

## Physical Education

Our PE program provides our students the opportunity to balance their academic subjects with learning experiences that are focused on establishing a healthy body and an active lifestyle. Students are engaged in physical activities that aim to develop their motor skills and movement patterns as well as in class discussions that are focused on deepening their knowledge and understanding of the form and function of their bodies. PE concepts and activities are integrated into classroom activities in order to reinforce our students' new learning.

Teachers also coordinate physical education opportunities with community organizations. Through the Hawai'i Bicycling League and the City and County of Honolulu, our fourth graders participate in BikeEd

Hawai'i. This program allows students to develop the skills and acquire safety knowledge necessary to travel our neighborhoods as bicyclists. As schedules allow, teachers have also partnered with the United States Tennis Association Hawai'i Pacific Section to create opportunities to learn basic tennis skills.

The PTSA also coordinates with the Oahu Club to provide the Swim for Life program for our Grades 2 and 3 students. Within the six-week Swim for Life program, students attend one class per week to develop their swimming skills and learn about water safety. Students who have limited swimming experience prior to this program are able to swim by its conclusion. Our PTSA further supports physical fitness with an annual Fun Run that promotes running endurance while also raising school spirit.

#### Foreign Language

Our Mandarin program leads all of our students on a journey into the Mandarin language and Chinese culture. During Mandarin class, our students delve into the different aspects of the Chinese culture while also developing their communication skills within the Mandarin language. Through our Mandarin program, students broaden their perspective on human communication while gaining newfound appreciation and respect for the Chinese culture.

In addition to supporting the acquisition of a second language, we also have opportunities to strengthen students' primary language. Mandarin and Japanese programs are offered afterschool, where students at various levels of proficiency can expand on their reading, writing, and speaking skills. Our literacy center also includes a section of books in students' primary languages, such as Mandarin, Korean, and Japanese.

### **3. Instructional Methods and Interventions:**

We feel strongly that inquiry-based learning creates an environment where students are motivated to acquire the skills necessary to engage in higher level thinking. Although direct instruction does occur, we are consistently working on creating more opportunities that are hands-on, technology-rich, and collaborative. Our students are more enthusiastic about their learning when they can interact with others and actively participate. Recognizing different needs and levels of proficiency, we believe that all students can succeed with purposeful instructional methods and interventions. Student growth is achieved through a continuum that addresses the complexity of each individual student.

In every classroom, we establish a relevant, challenging program of study with a strong global dimension and a focus on skill and content development via conceptual understanding. Access to high quality curricular materials is necessary to reach instructional goals. All students have access to print and digital materials. For some content areas, students have individual workbooks, journals, and textbooks. Students also have accounts to digital components of Wonders and Stepping Stones, as well as to Accelerated Reader, Discovery Education, VMath, and Kidbiz.

Within our classrooms, teachers employ a variety of instructional methods to engage and challenge students. These methods include a combination of direct instruction, hands-on experiences, and an integration of technology. Teachers and students are able to utilize two computer labs, in addition to student laptops, to create products and work collaboratively on research. Aligned with the technology standards within the CCSS for ELA, teachers have created a technology plan that outlines specific skills, programs, and products for each grade level.

Instructional methods are flexible to the needs of our students and based upon the analyses of student data, as discussed through the data team process and grade-level articulation. Questioning and discussion has become a prominent method of instruction, not only between teacher and students, but also between students. Through effective questioning and discussion techniques, teachers are able to identify gaps in knowledge and understanding regardless of the content area. Students also become more adept at articulating their thoughts and seeking additional information.

Small group instruction is another commonly used instructional method. In small group settings, our teachers are able to address specific skills or strategies unique to that particular group of students. Flexible grouping also provides opportunities for students of different proficient levels and unique strengths to learn

from one another. In small groups, students grow in more than just academic areas as they learn how to interact cooperatively. Small groups enable differentiation and ensure that our students receive individualized feedback in a timely manner.

We also find that more frequent use of open-ended tasks and prompts provide opportunities for differentiation. Within open-ended tasks, students can express their understanding in a way that is comfortable for them and best captures their knowledge and skills. Our teachers are able to obtain a more complete picture of student achievement as the thinking process is demonstrated than with a single closed response. For example, within our math problem solving assessments, students are asked to demonstrate their thinking by providing multiple approaches to solving a single prompt. Greater emphasis is placed on the application of knowledge instead of on the answer. Our units of inquiry also end with summative tasks where students have a choice of how they will express their understanding of the central idea. Within a grade 4 unit of inquiry, our students respond in a variety of ways to the following prompt: “How do changes within the natural world have an effect on the environment? What is your own response or thoughts to these changes and effects?” Our students expressed these changes through written reports, oral presentations, and three dimensional models. Our students drew further connections by considering current events such as the lava flow on the island of Hawai‘i or rock slides that occur within our community, resulting in ideas that could be shared in letters to local lawmakers. Within these open-ended tasks, students demonstrate their understanding of content plus their proficiency in skills from other areas, such as ELA, art, or math.

If additional support is needed, we consider interventions such as school counseling, consultation with district and state resources, and participation in Bridges. Bridges is a school-level program within our Response to Intervention (RTI) model. RTI provides research-based interventions to increase student achievement. Student participation is based on observations, assessment results, daily work, and other data. Reading and Math Bridges address targeted skills in small groups of three to seven students. Progress is closely monitored based on the work within the Bridges group, as well as quarterly performance on the STAR Reading and Math tests. Students can enter and exit the program at any point. The RTI model, especially in our lower grades, has helped to solidify foundational skills and knowledge, increasing achievement across the content areas and over time.

When more individualized assistance is needed, other programs may be considered. Our English Language Learner (ELL) Program helps to assure equal access to educational opportunities for linguistically and culturally diverse students. ELL support is provided both in inclusive and pull-out settings, dependent on the individual levels of the students. In addition to ELL support during the school day, we offer Imagine Learning sessions before and after school, where students can engage with a computer-based program differentiated to their specific needs. ELL students and their families also participate in family nights at least once a year where teachers and students share information about the ELL program as well as celebrate student achievement through small group presentations.

The Gifted and Talented Program provides learning opportunities for students who need additional intellectual challenges. A Gifted and Talented plan for each student is completed and implemented by the classroom teacher. Special Education services include individualized educational programming and related services for students who meet eligibility criteria. Services may be provided in an inclusive, pull-out, or a combination setting as guided by each student’s Individualized Education Plan. Section 504 plans are developed for students eligible under Section 504 of the Americans with Disabilities Act to ensure equal access to the educational curriculum.

Our school has established a comprehensive system that begins with support of the classroom teacher in utilizing instructional strategies based on research and data. When further support is needed, there are processes to identify next steps and to implement an action plan to continue the achievement of all students. As noted, the achievement of our school lies in the shared responsibility and collaborative efforts of the entire school community to meet the unique needs of our students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Haha'ione's mindset of continuous growth and reflection has resulted in an upward trend in students' overall performance on the Hawai'i State Assessment (HSA) over the past five years in both math and reading/ELA. The upward trend is apparent in grades 3, 4, and 5. It is necessary to note that the assessment results from 2009-2013 are based on the HSA, whereas the School Year 2013-14 results are based on the HSA Bridge, an assessment used to measure student proficiency as the state transitions to the Common Core State Standards.

Additionally, the HSA has been administered multiple times within a school year since 2010. Multiple test administrations have served as formative assessments for teachers, giving additional feedback to monitor student progress and inform changes to instructional methods. Teachers have also used each test administration to build student awareness and emphasize each student's responsibility in their growth.

When analyzing the results of three cohorts (groups of students who progress from 3rd to 5th grade within the 5-year period), we found that while proficiency rates (meets and above) consistently exceed targets, the cohort that began in grade 3 in School Year 2011-12 demonstrated the greatest gains in both reading and math.

These gains can be correlated with the changes in the testing approach, but more significantly to consistent and frequent implementation of multiple processes to monitor student progress. Since 2012, grade-level teachers have engaged more intently in the data team process, have received mentor support from a leadership team member, and have had an increase of half a day every seven days in overall articulation time with the formation of Grade Level Articulation Days (GLAD). This has provided teachers with increased opportunity to work collaboratively in an effort to increase student achievement. Through structured collaboration, teachers have been able to not only share strategies and interventions, but also work towards adopting a growth mindset for all students.

Although our overall performance has exceeded state targets, we do continue to identify areas that we can continue to strengthen based on our prior performance and school-level expectations for growth. In the past, we have chosen to narrow our focus within processes such as data teams, student learner objectives, and our overall Academic Plan to address our chosen area of growth. These areas over the past five years have been either in writing, developing the PYP, and math.

With regards to our subgroups, we find that the majority of our subgroups have a number of students tested smaller than thirty, the minimum sample size considered; therefore, looking at the trends of percentages for each subgroup is closely aligned to the monitoring of the individual student progress. Our efforts to close the achievement gap often begin with the review of the data within our Academic Review Team (ART). ART members, who also serve as grade-level mentors, analyze the data and discuss possible interventions at a school-level. The ART members then facilitate discussion with individual teachers as well as with other student support staff when necessary. It is important to note that the ART members look at the progress of each student in the school; therefore, a growth mindset and high expectations are applied to every student.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Assessment at Haha'ione is essential to all effective planning, teaching, and learning. In creating units of inquiry and aligning these units with standards that expect students to understand concepts, we find that a variety of assessments are needed to give students multiple opportunities to apply their understanding. The variety of assessment strategies used throughout the content areas and across the curriculum include observations, performance assessments, open-ended tasks, and selected responses.

Teachers and leadership team members review and reflect upon the assessment results and strategies used through formal processes, such as data teams, unit of inquiry reflections, and grade-level articulation and

collaboration. In all settings, student outcomes are connected purposefully to teaching strategies, learning activities, and interventions with the intent of increasing student achievement. Teachers document the progress of each individual student on a grade-level template. This helps teachers to identify common strengths and weakness amongst their students. The information is used as a catalyst for dialogue and decisions about interventions and overall teaching practice.

We have found that with open-ended and constructed response tasks, additional articulation and collaboration are necessary to understand and evaluate student performance. In the past two years, teachers have focused on developing rubrics that address both process and product. Our teachers arrive at articulation meetings with assessments that are not simply scored or marked, but include detailed commentary. Commentary provides detailed feedback for all stakeholders, but also serves as a starting point for discussions on how understanding is learned, expressed, and assessed. This has been most evident in our focus on problem solving within mathematics. By asking students to explain and justify their response, teachers are able to more easily identify gaps in skills or misconceptions.

The overarching progress of student achievement is monitored by the Academic Review Team (ART). Noticeable trends or concerns are discussed within the monthly ART meetings and plans of action are created. Curriculum coordinators work with teachers to ensure that all students are progressing by reviewing best practices related specifically to the different content areas and addressing specific teacher concerns. Each grade level is also assigned a mentor who is a member of the ART. This mentor is included in data team meetings and reviews the data team documentation. Mentors and curriculum coaches also participate in observation and co-teaching experiences that give teachers timely feedback on their teaching practice. This connects directly to student achievement, as the focus of discussion is always on what teaching strategies can be used to address specific needs. This creates a shared accountability and responsibility for student growth and achievement.

Assessment results are communicated to our families and other stakeholders through report cards; bi-quarterly Evidence Envelopes; test score reports; parent-teacher conferences; informational sessions conducted by the counselor to help parents interpret standardized testing score reports; portfolios, a cumulative collection of student work; and school-level data presented to the School Community Council (SCC) and PTSA and in principal coffee hours, which take place monthly.

This school year, student achievement will be measured by the Smarter Balanced Assessments. As we continue our implementation of new programs in English Language Arts (Wonders) and Math (Stepping Stones) and continue with the PYP, we aim to meet new challenges while continuing our record of high student achievement and growth.

## Part VI School Support

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### 1. School Climate/Culture

As an IB World School, each member of our school community strives to grow in the characteristics and attributes of the learner profile. Based on the learner profile, we strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. We believe wholeheartedly that these attributes, and others like them, can help individuals become responsible members of local, national and global communities.

We employ the IB Action Cycle, believing that each person has the opportunity to choose his or her actions, act on his or her choices, and reflect on the outcomes in order to make a more positive impact on the world. We embrace a proactive approach, based on collaboration, in building a nurturing school environment.

Our school leadership works continually to ensure clear lines of communication through an open-door policy with teachers, staff, families, and students. Monthly meetings, the use of online surveys, feedback forms, formal events and daily interaction with different departments (e.g. custodial, office, lunch supervision) assist school leaders in ensuring a safe physical and emotional environment for all.

Our students are motivated to meet high expectations as teachers facilitate learning opportunities that allow students to guide their own inquiry while also developing foundational skills. Our students enthusiastically wonder and discover throughout the day and, most evidently, through their units of inquiry. The value of engagement cannot be overemphasized. When our students are able to pursue their questions and make connections to their lives, they see that learning is relevant and purposeful – something that was often missing in more traditional approaches to teaching and learning.

The partnerships between home, school, and the community create opportunities for research, application, and action and communicate to our students that learning is life-long. The connection between home, school, and the community also communicates to our students that we are all vested in their academic, social, and emotional growth.

Our students also develop leadership and civic mindedness in service groups such as Student Council, Junior Police Officers, Junior Library Assistants and Peer Mediation. Students within these groups learn and apply conflict resolution skills or complete responsibilities that are integral to the operations of our school. Through these service groups, our students are also able to form positive relationships with support staff who may not be classroom teachers.

Our overall achievement is ascribed to the dedication of our teachers and we express their value through support and appreciation of their role and professional growth. Multiple forums for feedback (e.g., dedicated meetings, surveys) emphasize the importance of the teacher perspective in shared decision-making. Our teachers are celebrated through events and appreciations organized by our staff, Student Council, and PTSA. Professional development for our teachers is given a high priority within our Academic and Financial Plan and is further enabled through the efforts of our PTSA.

Every member of our Haha'ione community has the right to a safe environment that encourages respect and enhances education. Our school culture values the input of all stakeholders and creates multiple opportunities for individuals and groups to share their thoughts and concerns throughout the decision-making process. We believe that students and adults alike can make a commitment to be principled and open-minded; and will agree that the school setting is perceived as fair when provided with consistent feedback and opportunities for reflection and change.



## **2. Engaging Families and Community**

Family and community involvement is highly correlated to student achievement at Hahaione. Families are involved in multiple ways within our school community. They attend family education workshops; are members of the Parent Teacher Student Association (PTSA) and School Community Council (SCC); serve as room parents, chaperones, and volunteer tutors; and assist with various projects in and out of our classrooms. During each week, our school averages approximately twenty volunteer kindergarten tutors and twelve Accelerated Reader volunteers. They have a combined weekly average of 24-40 volunteer hours. Strong family involvement has helped to emphasize both the importance and love of learning, as parents and children are able to work together both in and out of the classroom towards our students' learning goals.

Communication with our families takes place through multiple channels. At our Open House during the beginning of the school year, classroom teachers detail ways for families to be involved. Our Parent Community Networking Center (PCNC) sends out weekly e-notes as well as a monthly newsletter. Thursday Envelopes are sent home weekly with flyers and other information about curriculum and school events. Our newly updated website is another way that school news and information are accessed. Academic progress is communicated through report cards, but also through Evidence Envelopes sent home twice a quarter. Teachers also create their own forms of communication, such as daily homework blasts or weekly newsletters. Consistent and informative communication with our families ensures that we are all working towards common goals while meeting our students' individual needs.

We have also found that family nights, where our families are engaged in activities and presentations related to the curriculum, are effective in building a shared mission and vision. At the beginning of the school year, the PYP coordinator and the PCNC hold a curriculum night at which families participate in activities that allow them to get to know each other, as well as look at the changes in the school system and curriculum that took place since they attended. Classroom teachers also hold night events to celebrate and share learning, such as presentations on cultures around the world or a dramatic rendition of stories covered in class. Our annual PYP Exhibition and alternating Curriculum Fair and International Day festival highlight student work and achievement, while also building enthusiasm for continued learning amongst our younger students.

The PTSA has truly partnered with school leadership to advance our vision and mission. Their consistent support has resulted in purchasing additional instructional support for our students, funding training and professional development for teachers, and improving our facilities and equipment. They have also worked with the school to plan events for our families and community, such as Ohana Nights and the Fun Fair, which provide opportunities for families and staff to interact and celebrate continued achievement. The average number of participants for the PTSA events is typically around 350, whereas the annual Fun Fair includes over a 1,000 participants from our school and local community.

In past years, Hahaione has partnered with community organizations such as the Hawai'i Kai Lions (hearing and vision screening) and Malama Maunalua (community clean-up). As our curriculum places an emphasis on applying learning through action and service, the community at large has played a greater role in student growth. Our students, as well as our teachers, initiate communication with local businesses and organizations to better understand concepts and for opportunities to put their skills and knowledge into action. Learning trips, presentations, and interviews have been scheduled with organizations and individuals throughout our state for our students in all grade levels. Partnerships with our families and community have created learning experiences that highlight differences in perspective and the value of diversity as we seek greater understanding of concepts and skills.

## **3. Professional Development**

Within a curriculum based on conceptual understanding, our teachers are moving from traditional roles to facilitators. The adoption of the PYP, combined with other initiatives, has required our teachers and leadership team to also take on the role of learners. Consistent with our school operations and culture, we

find that multiple perspectives and collaboration lead to greater outcomes. Our teachers actively engage in multiple types of professional development not only to build understanding, but also to transform their teaching practice to further the achievement of all students. Opportunities to train and serve as school-level mentors for new colleagues help to build a network of continual support and reflection.

As an IB World School, it is vital for us to support our new teachers in understanding the philosophy and approach of our school. In addition to the full release mentors provided by our district, a cohort of teachers and our leadership team have been trained by the New Teacher Center to serve as school-level mentors. Our principal also meets regularly with the full release and school-level mentors to discuss ways to provide mutual support. Grade-level chairs are also responsible for mentoring any new teachers to the grade level with regards to grade-level curriculum.

The Hawai'i Department of Education provides professional development opportunities related to the initiatives of the department and selected curricular programs, such as Stepping Stones and Wonders. Our teachers are presented with opportunities to refine not only their pedagogy, but also their facilitative, problem-solving, and conflict resolution skills.

As an IB World School, we encourage our teachers to attend professional development sponsored by the IB throughout the nation and online. Generously funded by the PTSA, all teachers have the opportunity to attend these workshops each year. All teachers at Hahaione attend introductory training upon joining our faculty. Subsequently, we have averaged at least five teachers per school year who have chosen to continue their learning on topics such as inquiry, assessment, and creativity. The IB workshops are an opportunity for teachers to gain a better understanding of how to balance all of our initiatives and engage all learners in the philosophy of the PYP.

At the school level, the leadership team provides professional development opportunities on department and school substitute days and, occasionally, during faculty meetings. These sessions are often tied closely to the implementation of the curricular programs and include opportunities to plan and collaborate with colleagues. By offering frequent in-school sessions, we are able to address the concerns and questions of our teachers in a timely manner.

We also embrace the expertise of our classroom teachers. This school year, our Student Services Coordinator (SCC) has coordinated weekly Professional Development Tuesdays. Through these sessions, we have more adequately addressed the education of the whole child by discussing how to create a nurturing classroom environment and reviewing processes and interventions available to better support individual student needs. Classroom teachers are invited to develop ideas for topics as well as to lead sessions.

We look for opportunities to partner with organizations to expand our curriculum as well as to contribute to the growth of our teachers. One example is our partnership with the Hawai'i Arts Alliance which began in the early 2000s. This program brings teaching artists into the school to collaborate with our teachers and deliver arts instruction. The teaching artists also conduct professional development sessions with our teachers to further incorporate the arts into teaching and learning.

We have also partnered with other schools in our complex to receive professional development in Service Learning from Cathryn Berger Kaye. For the past two years, we have placed additional emphasis on students applying their thinking and learning to better the local and global communities that they are a part of. For example, a grade 1 classroom studying the needs of plants elected to build a garden after noticing that many students on campus did not respect the foliage. Students used ELA skills to write letters requesting donations from local businesses, incorporated math to create a class budget, and applied their scientific knowledge to select and care for a variety of plants. Service learning aligns with our complex's focus on servitude and the IB goal of action, as students are able to both gain and apply knowledge and skills in a meaningful, real-life way.

Our entire school community understands the connection between student achievement and the classroom teacher. We feel strongly that teacher effectiveness and ongoing professional development are inextricably linked to ensure all students progress, especially as we embrace shifts in teaching and learning.

#### **4. School Leadership**

At Haha‘ione Elementary School, we find strength in shared and collaborative decision making. The leadership team at Haha‘ione is composed of the Principal, Vice-Principal, Student Services Coordinator, Counselor, PYP Coordinator, and two curriculum coordinators. The leadership team also forms the Academic Review Team (ART), which meets monthly. The ART employs the Plan-Do-Check-Act (PDCA) process of continuous improvement and is charged with planning, doing, checking (monitoring), and taking action (next steps) for strategic projects and initiatives. Each member of the leadership team serves as a lead for the enabling activities within the Academic Plan. Each lead shares the data they have collected and facilitates often lively, dialogue around progress and next steps.

School leadership has also established forums to empower teachers to communicate their insight on student achievement and the school culture. The Steering Committee, composed of the leadership team and grade-level chairs, also meets monthly to gain further feedback from our teachers. Additionally, smaller committees around the areas of curriculum, technology, safety, wellness, comprehensive student support, and social activities meet monthly to address specific initiatives. The grade-level chairs, as well as a grade-level mentor from the leadership team, facilitate dialogue around student growth within each grade-level team. Within articulation times, teachers collaborate to determine acceptable levels of performance, identify key teaching strategies, and ensure consistency of expectations related to specific standards which connect directly to student progress.

The School Community Council (SCC) is an additional group that contributes to the overall guidance of the school. The SCC is a forum for our stakeholders (school administrators, teachers, school staff, parents, students, and community members) to exchange ideas about how to improve student achievement. Representatives from each stakeholder group are elected by their peers to advise the principal on specific matters that affect student achievement and school improvement. Through monthly meetings, the SCC plays an important role in ensuring that the needs of all students are addressed within the overall education plan and direction for our school.

The leadership style of the school is one that models continuous learning and an open-mind to transformation. The principal, as the lead facilitator of discussion and dialogue, has encouraged and embraced perspectives and input from all stakeholders in matters of school culture, resources, and student achievement. With various initiatives at the state, federal, and global level, it has been imperative that school leaders learn alongside teachers and students to enable our preparation of students to be 21st century learners and global citizens. To this end, leadership has supported the mindset of continuous growth for all stakeholders through the dedication of significant time and resources towards professional development.

Multiple forums for discussion and dialogue enable Haha‘ione to approach situations with an open-mind, taking into account different perspectives as we work collaboratively towards increasing student achievement.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	84	86	83	85	83
Exceeds	37	31	42	30	52
Number of students tested	106	84	88	79	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	56	64	69	70	43
Exceeds	22	45	31	0	0
Number of students tested	9	11	13	10	7
<b>2. Students receiving Special Education</b>					
Meets and above	75	33	29	14	29
Exceeds	0	0	29	0	0
Number of students tested	4	3	7	7	7
<b>3. English Language Learner Students</b>					
Meets and above	50		33	100	50
Exceeds	0		0	0	50
Number of students tested	2	0	3	2	6
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	33	60	100	100
Exceeds	67	0	20	0	100
Number of students tested	3	3	5	1	2
<b>5. African- American Students</b>					
Meets and above	100	100		100	
Exceeds	0	0		50	
Number of students tested	1	2	0	2	0
<b>6. Asian Students</b>					
Meets and above	87	90	83	91	90
Exceeds	46	34	45	41	67

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	54	41	40	34	21
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	100				
Exceeds	0				
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	55	43	62	67	50
Exceeds	27	29	38	11	33
Number of students tested	11	7	13	9	6
<b>9. White Students</b>					
Meets and above	91	100	95	77	83
Exceeds	28	35	40	19	48
Number of students tested	32	26	20	26	23
<b>10. Two or More Races identified Students</b>					
Meets and above	50	60	100	100	82
Exceeds	0	20	50	43	41
Number of students tested	4	5	10	7	17
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	50	40	62	63	50
Exceeds	30	40	38	13	33
Number of students tested	10	5	13	8	6
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	60	62	55	56	41
Exceeds	13	38	27	0	18
Number of students tested	15	13	22	18	17
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	84	86	82	85	74
Exceeds	33	35	36	39	58
Number of students tested	94	84	87	74	73
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	70	82	73	50	64
Exceeds	30	27	9	20	55
Number of students tested	10	11	11	10	11
<b>2. Students receiving Special Education</b>					
Meets and above	25	40	13	33	0
Exceeds	0	0	13	0	0
Number of students tested	4	5	8	6	6
<b>3. English Language Learner Students</b>					
Meets and above	50	0		50	50
Exceeds	50	0		0	25
Number of students tested	2	1	0	2	4
<b>4. Hispanic or Latino Students</b>					
Meets and above	67	100	100	100	33
Exceeds	0	17	0	60	0
Number of students tested	3	6	2	5	3
<b>5. African- American Students</b>					
Meets and above	50		100		
Exceeds	0		50		
Number of students tested	2	0	2	0	0
<b>6. Asian Students</b>					
Meets and above	88	93	89	90	82
Exceeds	38	48	41	37	68
Number of students tested	48	40	37	30	22
<b>7. American Indian or Alaska Native Students</b>					
Meets and above					0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds					0
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	71	57	50	73	25
Exceeds	0	29	25	45	25
Number of students tested	7	14	8	11	4
<b>9. White Students</b>					
Meets and above	89	88	74	85	79
Exceeds	39	21	29	38	64
Number of students tested	28	24	31	26	28
<b>10. Two or More Races identified Students</b>					
Meets and above	67		100	50	80
Exceeds	33		57	0	53
Number of students tested	6	0	7	2	15
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	60	57	43	70	25
Exceeds	0	29	14	40	25
Number of students tested	5	14	7	10	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	69	69	50	50	50
Exceeds	31	19	11	14	39
Number of students tested	13	16	18	14	18
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jun	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	94	84	84	77	62
Exceeds	49	38	39	34	49
Number of students tested	78	76	79	77	90
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	100	56	64	70	40
Exceeds	25	22	18	50	27
Number of students tested	8	9	11	10	15
<b>2. Students receiving Special Education</b>					
Meets and above	60	0	33	0	8
Exceeds	0	0	0	0	0
Number of students tested	5	4	6	5	13
<b>3. English Language Learner Students</b>					
Meets and above		100	50	0	67
Exceeds		0	0	0	67
Number of students tested	0	1	4	2	3
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	100	100	33	0
Exceeds	40	0	60	33	0
Number of students tested	5	2	5	3	1
<b>5. African- American Students</b>					
Meets and above		50			50
Exceeds		50			50
Number of students tested	0	2	0	0	2
<b>6. Asian Students</b>					
Meets and above	95	92	88	76	67
Exceeds	56	47	38	41	60
Number of students tested	39	38	32	29	42
<b>7. American Indian or Alaska Native Students</b>					
Meets and above				100	



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds				0	
Number of students tested	0	0	0	1	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	92	71	67	33	70
Exceeds	38	29	42	22	50
Number of students tested	13	7	12	9	10
<b>9. White Students</b>					
Meets and above	90	76	86	94	55
Exceeds	43	32	36	35	32
Number of students tested	21	25	28	31	22
<b>10. Two or More Races identified Students</b>					
Meets and above		100	50	75	62
Exceeds		0	50	0	46
Number of students tested	0	2	2	4	13
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	92	60	64	25	67
Exceeds	38	20	36	13	44
Number of students tested	13	5	11	8	9
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	83	43	53	47	33
Exceeds	17	14	12	33	22
Number of students tested	12	14	17	15	27
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	85	89	84	82	83
Exceeds	58	71	61	53	23
Number of students tested	106	84	88	79	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	56	64	69	60	29
Exceeds	22	55	46	30	0
Number of students tested	9	11	13	10	7
<b>2. Students receiving Special Education</b>					
Meets and above	50	33	43	14	0
Exceeds	25	33	0	14	0
Number of students tested	4	3	7	7	7
<b>3. English Language Learner Students</b>					
Meets and above	100		0	50	67
Exceeds	0		0	0	0
Number of students tested	2	0	3	2	6
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	100	80	100	100
Exceeds	100	33	60	0	50
Number of students tested	3	3	5	1	2
<b>5. African- American Students</b>					
Meets and above	100	100		100	
Exceeds	100	50		50	
Number of students tested	1	2	0	2	0
<b>6. Asian Students</b>					
Meets and above	89	90	88	85	95
Exceeds	61	78	58	65	19
Number of students tested	54	41	40	34	21
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	0				
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	64	43	69	78	50
Exceeds	55	29	54	22	17
Number of students tested	11	7	13	9	6
<b>9. White Students</b>					
Meets and above	84	100	80	73	78
Exceeds	56	81	55	46	26
Number of students tested	32	26	20	26	23
<b>10. Two or More Races identified Students</b>					
Meets and above	75	80	100	100	82
Exceeds	25	60	100	71	24
Number of students tested	4	5	10	7	17
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	60	60	69	75	50
Exceeds	50	40	54	13	17
Number of students tested	10	5	13	8	6
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	60	62	50	44	35
Exceeds	20	54	27	22	0
Number of students tested	15	13	22	18	17
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	91	95	90	88	88
Exceeds	69	76	67	70	44
Number of students tested	94	84	87	74	73
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	90	82	82	60	64
Exceeds	60	64	55	30	55
Number of students tested	10	11	11	10	11
<b>2. Students receiving Special Education</b>					
Meets and above	50	60	38	50	50
Exceeds	25	20	0	0	0
Number of students tested	4	5	8	6	6
<b>3. English Language Learner Students</b>					
Meets and above	50	0		0	50
Exceeds	50	0		0	0
Number of students tested	2	1	0	2	4
<b>4. Hispanic or Latino Students</b>					
Meets and above	67	100	100	100	67
Exceeds	0	67	100	100	0
Number of students tested	3	6	2	5	3
<b>5. African- American Students</b>					
Meets and above	100		100		
Exceeds	50		100		
Number of students tested	2	0	2	0	0
<b>6. Asian Students</b>					
Meets and above	92	95	89	87	82
Exceeds	73	83	70	73	41
Number of students tested	48	40	37	30	22
<b>7. American Indian or Alaska Native Students</b>					
Meets and above					0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds					0
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	57	86	88	82	75
Exceeds	29	64	50	55	50
Number of students tested	7	14	8	11	4
<b>9. White Students</b>					
Meets and above	100	100	87	92	93
Exceeds	82	75	61	69	46
Number of students tested	28	24	31	26	28
<b>10. Two or More Races identified Students</b>					
Meets and above	100		100	50	100
Exceeds	67		71	50	53
Number of students tested	6	0	7	2	15
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	80	86	86	80	75
Exceeds	40	64	43	50	50
Number of students tested	5	14	7	10	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	85	75	61	50	61
Exceeds	62	50	33	21	33
Number of students tested	13	16	18	14	18
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternative Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Institutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	95	87	85	88	79
Exceeds	68	54	58	62	24
Number of students tested	78	76	79	77	90
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	100	67	64	70	67
Exceeds	25	22	36	60	0
Number of students tested	8	9	11	10	15
<b>2. Students receiving Special Education</b>					
Meets and above	60	25	50	40	15
Exceeds	20	0	0	40	0
Number of students tested	5	4	6	5	13
<b>3. English Language Learner Students</b>					
Meets and above		0	0	0	67
Exceeds		0	0	0	0
Number of students tested	0	1	4	2	3
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	100	100	67	100
Exceeds	80	50	100	33	0
Number of students tested	5	2	5	3	1
<b>5. African- American Students</b>					
Meets and above		100			50
Exceeds		50			50
Number of students tested	0	2	0	0	2
<b>6. Asian Students</b>					
Meets and above	92	89	84	90	76
Exceeds	72	63	59	55	24
Number of students tested	39	38	32	29	42
<b>7. American Indian or Alaska Native Students</b>					
Meets and above				100	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds				100	
Number of students tested	0	0	0	1	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	100	86	75	56	70
Exceeds	54	43	50	44	20
Number of students tested	13	7	12	9	10
<b>9. White Students</b>					
Meets and above	95	80	86	97	82
Exceeds	67	48	54	74	32
Number of students tested	21	25	28	31	22
<b>10. Two or More Races identified Students</b>					
Meets and above		100	100	100	92
Exceeds		0	50	75	15
Number of students tested	0	2	2	4	13
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	100	80	73	50	67
Exceeds	54	40	45	38	22
Number of students tested	13	5	11	8	9
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	83	50	47	60	44
Exceeds	25	14	24	53	0
Number of students tested	12	14	17	15	27
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**